



Child Safe Policy

RATIONALE

School of the Good Shepherd Parish School has the responsibility to embed a culture of child safety and ensure that policies and procedures demonstrate zero tolerance of child abuse in the school.

The school's policies and procedures shall provide the foundation for and commitment to child safety by ensuring :

- all school staff comply with a code of conduct which addresses child safety. School of the Good Shepherd recognise and consider existing professional codes of conduct when developing child safety codes of conduct;
- recruitment processes are in place to manage and reduce the risk of child abuse. In addition, processes shall be in place to ensure that there are appropriate staff induction programs, staff professional development and staff supervision arrangements to ensure a child-safe environment;
- policies and procedures for reporting and responding to suspected child abuse shall enable individuals to take the appropriate course of action to protect the safety of students;
- the development, implementation, monitoring and evaluation of risk management strategies to ensure child safety in the school environment.
- children feel safe to report abuse and have processes in place to ensure that students are empowered to raise any child safety concerns. School of the Good Shepherd will support students to develop appropriate knowledge and skills so that children can identify and communicate when they don't feel safe.

GOALS

- ✓ To create and maintain a child safe school environment.

- ✓ To ensure that strategies, policies, procedures and practices are inclusive of the needs of all children, particularly students who are vulnerable due to age, family circumstances, abilities, or Indigenous, cultural or linguistic background.
- ✓ To develop policies and procedures to implement the child safe standards, communicate information about them to the school community; including staff, parents and students and conduct appropriate professional development activities.

IMPLEMENTATION

The following sets out the processes and strategies to be implemented, aligned to the identified standards contained within Ministerial Order 870, to ensure School of the Good Shepherd creates and maintains a child safe school environment.

Standard 1 - strategies to embed an organisational culture of child safety, including through effective leadership arrangements.

Principal, Deputy Principal and Student Wellbeing Leader are identified with the role & responsibility of ensuring Child Safety is embedded in the school culture.

- School of the Good Shepherd's philosophy is contained within the school's vision, strategic intent and goal statements for Religious Education, Learning & Teaching, Student Wellbeing, Leadership and Management and School Community spheres. (See Attachment 1)
- Governance arrangements exist which outline responsibilities and steps for staff to respond to the care, safety and welfare of students, including all school environments and outside of school hours and particularly on school camps. These are found in the Staff Handbook.

Standard 2 - a child safe policy or statement of commitment to child safety.

- Student Well Being policy includes a commitment to a culture of child safety and to zero tolerance to all forms of bullying.
- Clear procedures to implement the statement of commitment to a culture of child safety, including all school environments and outside of school hours.
- Child Safe Policy developed in 2016 and updated in 2017.

Standard 3 - a child safety code of conduct that establishes clear expectations for appropriate behaviour with children.

- School has job descriptions for all school staff documented, including those involved in child-connected work in all school environments and outside of school hours which include a statement of expectations for duties and responsibilities related to child safety.
- Archdiocesan 'Code of Conduct for the Caring of Children' applies contractually to the Out of

School Hours Care facility (currently contracted to 'Extend) and its staff.

- Staff Codes of Conduct for all teaching and non-teaching staff adopted(refer to Professional Standards for teachers and Staff handbook)
- Parent Code of Conduct & Parent & Friends Code of Conduct developed and implemented in 2016 and revised in 2018

Standard 4 - screen

ing, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.

- School has policies and procedures that apply to all staff involved in child-connected work in all school environments and outside of school hours. They include consideration of child safety for recruitment, induction, professional development and supervision of staff.
- All teaching staff are required to have the National Criminal Records Check (NCRC), all non teaching staff are required to have the Working with Children Check (WWCC) and parent helpers / volunteers are also required to hold a WWCC.
- We have clear induction processes for new staff (including volunteers and contractors) regarding our school policies, codes, practices and procedures for child safety.

Standard 5 - processes for responding to and reporting suspected child abuse.

- Our policy and procedures cover all types of child abuse.
- There are procedures for responding to allegations of suspected child abuse in accordance with this requirement and other legal obligations, including criminal offences regarding grooming, failure to disclose and failure to report. These are found in the Mandatory Reporting of Child Abuse Policy and Staff Handbook.
- There are policies and procedures for reporting and responding to suspected child abuse (as above) that apply to all staff involved in child-connected work in all school environments and outside of school hours.
- Mandatory Reporting Policy is to be regularly revised & teaching staff undertake the online professional development module on an annual basis.

Standard 6 - strategies to identify and reduce or remove risks of child abuse.

- Risk management strategies are developed & implemented regarding child safety in school activities via OHS audit procedures (risk assessments) within the OHS Policy and environments (e.g. Gated security, ID badges).
- Risk management related to online school environments (including email and intranet systems), including (where applicable) child safety outside of school hours occurs via the school's 'Technology Acceptable Use Policy.' A Chromebook Rollout night is run once a year

where information is given on being responsible digital citizens, the Technology Acceptable Use Policy is unpacked with parents and online education around cyber safety is built in.

- Assistance and advice is sought via the Office of the Children's ESafety Commissioner's website and other key educational websites related to Cyber Safety.
- The Bully Zero Foundation of Australia runs bi annual preventable bullying sessions with students, parents and staff on all forms of bullying.

Standard 7 - strategies to promote the participation and empowerment of children, including promoting the cultural safety of Aboriginal children, promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds and promoting the safety of children with a disability.

- The school encourages the development of 'Student Voice' in each classroom at each year level. Students initiate the development of Classroom rules at the start of each year, students set their own personal goals to be met each term and each student presents their achievements to their parents at intervals throughout the year via 'SeeSaw'. Students are also encouraged to provide feedback to school staff to assist planning at all stages of the learning cycle.
- The school reinforces and promotes children's awareness of acceptable and unacceptable behaviour via classroom 'Circle Time', monthly School Assemblies and the reinforcement and reflection on all School and Classroom rules.
- The school supports students' understanding of their rights and enables students to raise child safety concerns in all school environments and outside of school hours via email communication, classroom 'Circle Time' feedback, class meetings, 1:1 journals and their Student Representative Council.
- Implementation of educational strategies covering resilience and healthy and respectful relationships (including sexuality) occurs in targeted social skilling groups and through Prep, Yr. 1/2, 3/4, and 5/6 Faith Life Inquiries as well as Parent/Child night for Sexuality. A strong Social and Emotional Learning focus helps drive personal and interpersonal learning.
- Processes are in place that are inclusive of the needs of all children, particularly children who are vulnerable due to age, family circumstances, abilities or Indigenous, cultural, or linguistic background via specialist intervention programs, social skilling and special Indigenous education programs. Specific, needs based programs (e.g social skills programs, LLI, RAN, Reading Recovery, Maths Intervention) occur 'at point of need' during the school day.

UNEXPLAINED STUDENT ABSENCE

A review of the Attendance Guidelines for schools was undertaken by the Victorian Minister for Education in Term 4, 2017. The resulting changes to the guidelines now state: 'schools must advise parents/guardians of unexplained absences, on the same day, as soon as practicable...'

As a result of this change, and to ensure all of our students are safe, School of the Good Shepherd require parents to call the school on the morning of your child's absence to report they are not at school. If we have not heard from the family by 9:30am, the school will call to confirm the absence.

We are looking into an IT program that will streamline this process, please support us in this endeavour until such a program is available to us.

EVALUATION

Annual evaluation to occur to ensure policy, practices & processes are up-dated and effective.

Attachment 1:

School Vision Statement

“At the School of the Good Shepherd we are a school where the teachings and presence of Jesus Christ is the foundation of our faith, culture and teaching. Entrusted by the Parish of Good Shepherd to foster the Catholic tradition through prayer, liturgy and Sacraments in partnership with parents and parish. A school that values the individual child. Their gifts, talents and potential inform what and how we teach. A school that aims to provide children with opportunities for success-building self-esteem and a love of learning to prepare for future challenges. A school that offers a comprehensive curriculum, ensuring current educational theory and practice is considered and adopted when appropriate to the needs of the school. A community, which believes each member, has a unique contribution to make. We work together to achieve a supportive and caring environment where all children can develop and grow.”

Strategic Intent 2015 - 2018

Through dynamic and innovative leadership and teaching, we will be contemporary, outward facing and strategic in building a community of learners whose foundation and life giving

presence is Christ.

Sphere Goals

| Religious Education | Learning & Teaching | Student Wellbeing | Leadership & Management | School Community |
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| To enrich and deepen engagement with, an understanding of, Catholic faith, across the school community. | To develop a dynamic, authentic learning culture that maximises learning for all, and builds learner confidence and efficacy. | To empower students to actively contribute to a supportive, safe and inclusive school community. | To develop a community of professional excellence that maximises the learning for all. | To strengthen community partnerships in support of student learning, wellbeing and faith development. |

Key Actions 2015-2018

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| <p>That increased opportunities are provided to grow and reflect upon our personal Catholic faith, with a particular focus on Staff.</p> <p>That explicit links are made from personal faith to life and how these impact on our roles as faith educators, with a particular focus on Staff.</p> <p>That engagement in Religious Education, prayer, liturgy and social justice initiatives will be strengthened.</p> | <p>Through effective feedback, students will be more engaged and take ownership of their learning to improve outcomes.</p> <p>That effective use of data drives Learning and Teaching to improve student outcomes.</p> <p>That learning outcomes in Literacy and Numeracy, will improve, with a particular focus in 'value added.'</p> <ul style="list-style-type: none"> ● <i>That student</i> | <p>That students will demonstrate greater resilience and develop an enhanced sense of responsibility for their own learning, behaviour and well being.</p> <p>That students will feel more positive about being at school and experience stronger relationships.</p> | <p>That feedback processes will lead to enhanced staff professional learning and professional growth.</p> <p>That sound evidence-informed practice throughout the school will be more evident.</p> <p>That leaders are more confident and skilled to lead.</p> <p>That there is a focus on high expectations and learning excellence.</p> | <p>That communication for and with our community is enhanced.</p> <p>That a greater understanding of family partnerships is developed through parish and school links.</p> <p>That members of our community enhance their connection to school through building positive relationships, acknowledging the dignity of all.</p> |
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| | <p><i>achievement in English (Oral Language and Reading) will improve.</i></p> <ul style="list-style-type: none"> • <i>That student achievement in Mathematics (Problem Solving) will improve.</i> | | | |
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| Human Resourcing | | |
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| Principal Deputy Principal/Religious Education/Faith Life Leader Literacy Leader P-4/Special Needs Leader Maths Leader | Student Wellbeing Leader Physical Education Teacher/STEM Teacher/ICT Classroom Support Maths Intervention Teacher New Arrivals (EAL) Leader Library Resource Manager | 14 classroom teachers & 4 specialists (Performing Arts, PE, Visual Arts and LOTE -Italian) 10 Admin. & Learning Support Officers 2 Reading Discovery Teachers |

Policies referred to in Child Safe policy:

- Staff Handbook (Staff Code of Conduct)
- Parent Code of Conduct
- P&F Code of Conduct
- OH&S
- Mandatory reporting Policy
- Technology Acceptable Use Policy
- Dealing with Misconduct
- Communication/Grievances Policy
- Professional Standards for Teachers
- Anti Bullying Policy